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ABSTRACT

The document presents the results of a project designed to encourage vocational teacher education expansion in quality, quantity, and diversity to match the expansion in vocational education and manpower development. The material contained in the report represents a consensus of considered judgment from a large cross-section of people involved with vocational teacher education. Seven meetings were held in various locations throughout the nation. Approximately 200 people from 49 States and the District of Columbia participated in the discussions of teacher education. An introductory section describes the purposes and uses of the report. The three major sections of the report consist of fundamental statements, or principles, each followed by an explanatory paragraph. The first section, Foundations, lists items that represent characteristics essential for quality in any State's vocational teacher education program. The next section delineates the roles, tasks, and responsibilities for teacher education under the headings of institutional, local, State, and Federal. A final section, dealing with improvement and expansion of vocational teacher education, is divided into four sections: ways and means, procedures, resources, and role of the American Vocational Association. Appended is a list of participants. (Author/MS)

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PROFESSIONAL DEVELOPMENT

in

Vocational Teacher Education

(A National EPDA Project)

A Report to the California State Board of Education
EPDA Part F, Sec. 553, Project No. 2501

Melvin L. Barlow, Project Director
Division of Vocational Education
University of California
Los Angeles, California
March 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The major goal of this project was to encourage vocational teacher education expansion in quality, quantity, and diversity to match the expansion in vocational education and manpower development. The project was designed for the assessment of need, improvement of effectiveness, definition of quality accountability for vocational teacher education, and professional development of teacher educators. In short, teacher education must rise again to a consciousness level in all planning aspects of vocational education.

Seven meetings were held in various locations throughout the nation. Approximately 200 people from 49 states and the District of Columbia participated in the discussions of teacher education. They represented all of the vocational education service areas, all levels of teaching and administration, teacher education institutions, business and industry, and the National Advisory Council on Vocational Education. Never before has such a diverse group been assembled to produce a consensus about the multi-faceted concerns of professional development in the area of vocational teacher education.

For purposes of simplicity, the term "vocational education" is used as a generic term to include all facets of vocational, technical, practical arts, and manpower programs as these are related to teacher education and professional development.

The project had its origin in the AVA Teacher Education Department meeting, Washington, D.C., March 1970. The project was funded under the provisions of Part F, Section 553, EPDA, and was assigned to the State of California for management. Subsequently, Mr. Wesley P. Smith, California State Director of Vocational Education, requested that the Division of Vocational Education, University of California, direct the project.

Dr. George L. Brandon acted as the chief consultant for the entire project. Dr. Nancy A. Graham and Dr. Floyd M. Grainge represented the AVA Teacher Education Department as consultants. Many other persons have provided inputs to this study, including the EPDA doctoral candidates at UCLA. Miss Nancy J. Goff, administrative assistant, Division of Vocational Education, University of California was concerned throughout the study with general meeting arrangements and was responsible for the final editing of the report.

Melvin L. Barlow
Project Director
University of California, Los Angeles

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INTRODUCTION

The quality of vocational education depends in a very large measure upon the quality of vocational teacher education. The old idea that the vocational education program is no better than the teacher, or the coordinator, or the supervisor, or the administrator is relevant in the context of contemporary vocational education programs. If quality is lacking at the point where the teacher and the student interact, then no amount of expertise, money, or facilities can make up for the lack of teacher quality. It is accepted as axiomatic that the teacher is central to the learning process. Where there are good teachers, there are good vocational education programs; where there are poor teachers, vocational education programs flounder or fail. The urgent necessity for vocational education to provide increasing support and concern at the instructional level is not a debatable item.

Emergence of the new legislation, with its broad concepts and its operational flexibility, must give rise to the emergence of new, or re-established concepts of teacher education. Need for a new unity among teacher educators of all branches of vocational education is imperative. One step in achieving this unifying element is to join forces to produce a pattern of basic ideas for teacher education. The notion of a vocational teacher education platform, suggestive of a body of basic principles, is unique in the contemporary generation of vocational teacher educators, but the idea was rooted deeply in the formative stages of vocational education more than a half century ago.

Foundations

The practice of providing teacher education for vocational education teachers varies widely among the states, and among the various vocational education services. Despite such variations, all of the teacher education programs appear to have been developed from a belief in, or a concern about, certain underlying principles or foundation elements of teacher education. An opinion that such principles exist arises from observations that commonalities in the practice of teacher education may be found among the states and vocational education services. It seemed important, therefore, in this study of teacher education to attempt to isolate a number of these common areas of agreement and identify them as foundations essential for a quality program of teacher education.

In this era of massive change and development in vocational education, national agreement upon foundation elements of teacher education seemed to be imperative. Such foundation elements should not be dependent on any geographical influences nor should they rely on the nature of any vocational education service area. Accordingly, a portion of this report is related to the foundations of teacher education.

Roles, Tasks, and Responsibilities

In addition to a search for foundation elements of contemporary teacher education, the second major thrust of the national study was to consider in detail the basic question of who is responsible for teacher education. Despite the assertion that teacher education is fundamental in vocational education, a strong feeling exists among teacher educators that professional development programs for teachers have a low priority in the hierarchy of vocational education concerns.

Apparent problems related to priority relationships possibly occur because of the lack of clear-cut allocation of responsibility for teacher education. Mindful of the history of vocational teacher education on the one hand, and the contemporary directions of vocational education on the other hand, it seemed reasonable to define the responsibility. Therefore, the study sought to identify specific roles, tasks, and responsibilities for the local area, the institutional area, the state area, and the federal area.

Improvement and Expansion

The Education Professions Development Act (EPDA) does not include specific suggestions about how to achieve improvement and expansion of vocational teacher education, yet the need for such information on a national basis is highly desirable. The national study of teacher education raised four basic questions for discussion. The first question dealt with the ways and means of expanding vocational teacher education. The second sought to identify specific procedures to be used to improve the effectiveness of teacher education. The third question considered the kinds of resources needed to improve and expand teacher education. The fourth sought identity for the role of the American Vocational Association (AVA) as the principal professional organization with concerns for teacher education and leadership development in vocational education.

No attempt was made to give emphasis to any geographical area or vocational education service area. The intent was clearly general in nature and the application hoped for was universal. A section of this report deals with a consensus related to expansion, improvement, resources, and the AVA role.

FOR WHOM IS THIS MATERIAL PREPARED?

It is intended for all persons who have interest in, or concerns about, vocational teacher education. In assessing attitudes and opinions about teacher education, extreme care was taken to seek points of view from a wide cross-section of the American public--federal, state, local, institutional, and professional groups. Leadership was sought from teachers to superintendents, and from business to the lay public.

WHO CAN USE IT?

- Local school departments and teachers.
- Regional or county groups.
- Vocational teacher education institutions.
- Labor and management groups.
- State Departments of Education.
- Chambers of Commerce.
- Industry-Education Councils.
- National, state, and local professional organizations.
- National and State Advisory Councils.
- Federal Agencies.

HOW CAN IT BE USED?

The material contained in this report represents a consensus of the considered judgment of a large cross-section of people involved with vocational teacher education.

- The section on FOUNDATIONS can be used to determine the extent to which state or institutional programs possess these foundation items.

- The section on ROLES, TASKS, and RESPONSIBILITIES can be used by institutional, local, state, and federal groups as check lists to match present programs and to plan ahead to achieve new levels of performance in teacher education.

- The section on IMPROVEMENT and EXPANSION contains a variety of ideas which can be used in part by any group to secure exemplary programs of teacher education in vocational education.

WHY?

- Growth in vocational teacher education has not kept pace with the general growth of vocational education.
- Vocational education, with a renewed emphasis upon Career Education, requires that attention be given to a massive program of in-service education, and to new and innovative ways and means of recruiting and training teachers.
- In the final analysis it is only through the teacher that substantive progress can be made in vocational education.

FOUNDATIONS

The items that follow represent characteristics essential for quality in vocational teacher education, and are generalizable to the extent that application can be made in any state.

Teacher educators should exemplify the competencies which they are endeavoring to develop in their students.

Teaching is an art as well as a science and is developed through practice. A teacher of teachers, to attain maximum results from his efforts, must have taught effectively. To a great extent teachers teach they way they were taught rather than the way they were told to teach. Teachers of vocational-technical education emulate those whose teaching patterns are recognized as sound and effective. The concept of the "master teacher" should be given priority in the selection of teacher educators.

Vocational teacher education programs should incorporate principles of career development for vocational teachers.

Career development has been left up to the individual teacher with little or no assistance from anyone about his career objectives. The responsibility of teacher education should span the entire career of the vocational teacher. Guidance and assistance of all kinds should be provided, and efforts made to urge the teacher to develop a career plan which can provide mobility into other levels of education or into other disciplines, but should not be limited to graduate courses and certification requirements. We cannot wait for the cream to rise to the top; we must provide motivation to assist the process. This responsibility falls legitimately within the province of teacher education.

Teacher education programs should have the responsibility of certifying the occupational competency of teachers.

Teacher education and occupational competency of teachers are elements in the same series. These two important elements should not be administered separately.

Certification standards and teacher education standards should be coordinated.

Teacher certification requirements and teacher education programs are both directed toward the end of producing the competent teacher. Responsibilities for these elements should not be considered as separate entities; changes in certification requirements should be reflected in the teacher education program.

Vocational teacher education should prepare teachers who can adjust instruction to accommodate a variety of student groups.

Student populations such as secondary, adult, handicapped, normal, vocational talented, exploratory, require different teaching skills. Yet, this has not been fully recognized by the teacher education profession and too frequently all teachers are produced from the same mold. Teachers must be prepared with the appropriate skills, knowledges, and understandings to assure success when working with the many and varied target populations as identified by the Vocational Education Amendments (VEA) of 1968.

Teacher education programs should maintain flexibility to meet unexpected needs.

The principle of flexibility, as embodied in the Vocational Education Amendments of 1968, applies to teacher education. Flexibility in teacher education is necessary to meet the unique

requirements of innovative programs in vocational education.

Teacher education programs should be open to business and industry training personnel and to others employed in training in the public and private sectors.

Teacher education programs should make a special effort to invite representatives from business and industry to participate in teacher education classes. The scope of teacher education is broader than the in-school vocational class; teacher education should prepare instructors for business and industry.

Teacher education program improvement should be a continuous process.

Every teacher education program should have a built-in plan of evaluation in order to keep the program up-to-date. New relationships between teacher education and business and industry must be developed. The teacher education program must be continually adjusted in accord with research findings and must also be accountable for preparing competent instructors.

Each state should develop a master plan for providing pre-service and in-service vocational teacher education.

The plan should provide, in a systematic and logical manner, for the quantitative and qualitative teacher needs. The plan should also provide for a statewide teacher education coordinating committee to bring together all segments of vocational teacher education.

In-service education of teachers should be a continuous responsibility of vocational teacher educators.

In-service education of teachers must be recognized as a responsibility of teacher education. Vocational teachers do not

have much opportunity to keep up-to-date in their occupational fields and little chance to learn about new instructional processes. Teacher educators must provide institutes, workshops, and special intensive upgrading programs throughout the year.

Teacher recruitment should be a function of the teacher education program.

Recruitment of new teachers has not been considered a basic part of the teacher education program, however, in view of the needs for larger numbers of teachers, it is strongly recommended that teacher education programs assume the responsibility of developing relationships with business, industry, management, labor and the community at large in order to develop a supply of new teachers.

"Follow-up" of teachers is a basic responsibility of teacher education.

Teacher educators must be sensitive to what happens to teachers after they complete the teacher education program. Feedback is highly important and should reflect the problems of the teacher on the job and the attitudes and impressions of administrators concerning teacher competency. Teacher education--its courses, its practicums, its seminars, and all other experiences included in the scope of teacher education--must be updated on the basis of the teacher's performance and ability to adjust to the changing circumstances of instruction. Systematic feedback data will indicate needed adjustments in teacher education.

Teacher education program activities should utilize differentiated staffing.

A small full-time teacher education staff, with a large number of highly qualified part-time assistants, can add much to the quality of teacher education in general. The resources of a larger area of education, business, and industry should be available to the teacher education administrator to provide diversity in teacher education.

Reciprocity should exist among institutions and states whereby credit may be granted for similar courses and experiences.

Reciprocity should be arranged among institutions and states to provide credit for similar courses, curricula, or experience requirements. Plans for reciprocity will prevent repetition of courses previously completed elsewhere.

Teacher education programs should utilize actual instructional environments.

Teacher education programs are frequently conducted apart from the school environment in which the teacher works. The teacher is exposed to appropriate theory and procedures, but must translate this information to his actual teaching situation. It is not feasible to duplicate each teacher's environment, but it may be possible to conduct some programs in an actual school setting. This basic quality element, which tends to add relevance to teacher education, stems from the theory that the student learns best in work-like situations--the closer to the real thing, the better.

Research, innovative experimentation, and cooperation in exemplary programs should be viewed as integral to the vocational teacher education function.

Teacher education should serve as a catalyst for: (1) innovations in curriculum; (2) updating knowledge and competency in teaching methods; and (3) conducting and evaluating experiments and pilot endeavors. The teacher educator, commonly located on a university campus, is in an advantageous position to be informed about and to coordinate new ideas resulting from research which could lend itself to more effective teaching programs and practices.

Teacher education should continue to promote and encourage allegiance to the profession of teaching.

One of the key roles of teacher education in vocational education is the development of an attitude of educational professionalism. This attitude should not be envisioned as a neat containerized mold into which every teacher must fit, but rather a realization of a role of teaching as a profession and of colleagues as professionals. An oversimplification of the "professional" is one who is recognized by the profession. To claim such distinction, it is obvious that vocational-technical teachers must reflect the ideal and not be viewed as second rate. Vocational teachers must belong to professional organizations, take part in state and national activities, and perform in the classroom at a level that commands the respect of their students and colleagues alike.

Effective teacher education programs are dependent in a large measure upon cooperative leadership in teacher education among federal, state, local, and institutional jurisdictions.

The federal government has its responsibility--the providing of funds and the evaluation of the effective use of these funds. It also provides the national coordination which is extremely essential to all states. Local education agencies are the purchasers and consumers of the products of the colleges and universities. They are the ones who will experience success or failure in teaching situations dependent, to a great extent, on the quality of teaching provided. It is their needs, which reflect student needs, that are the primary factors in developing teacher preparation programs. With the colleges and universities responsible for the preparation of teachers needed by local education agencies, community colleges, and technical colleges, and the federal government providing the national coordination for all teacher preparation, it is essential that the state play a vital role in coordinating all these efforts.

Vocational teacher education should receive high priority as an integral part of the total national and state teacher education efforts.

Vocational teacher education is uniquely tied to changes in technology. Consequently, a teacher-learning environment for vocational-technical education must be far different from that required for the normal classroom teacher. A technology-resource center should be provided within a vocational teacher education program, either on a state or regional basis.

Teacher educators should be included in the initial phase of vocational education program planning.

Program planning invariably takes place without any concern whatsoever for the teacher, his present competencies, and his future needs. It must be expected that innovative and exemplary programs of vocational education will require changes in teaching. Special teacher institutes, seminars, or short-unit classes may need to be planned so that the teacher is "on-board" and "in tune" with the contemplated changes. This involves much more than merely informing the teacher about new changes; it must supply the teacher with the necessary tools to accomplish the intended task. It is impractical to believe that all teachers, because they are teachers, will be able to adjust automatically to all new instructional patterns--some planning is necessary.

Teacher educators should develop, test, and apply evaluative criteria for teacher education.

Teacher educators must be aware of the strengths and weaknesses of their programs and should adopt some system for continuous evaluation of the program.

Teacher educators should provide service courses in the history, principles, and practices of vocational and career education for other school personnel and for the lay public.

Much of what educators in general and the public at large know about vocational education is false. Educators have little opportunity to understand the mission of vocatioanl education. Service courses should be available in regular undergraduate, graduate, extension, or other in-service programs for anyone who wants to learn about vocational

education. The intent of such courses is to provide a basic introduction to vocational education theory and practice. Such courses, when available, must be promoted (advertised) in such a way as to become attractive to teachers and administrators in training, to experienced teachers, and to representatives of business, industry, and the lay public.

Program operation of vocational teacher education should be the responsibility of professional vocational teacher educators.

Professional teacher education is a career that should occupy the full-time attention of responsible vocational educators who have had special training and who have appropriate aptitudes for the tasks involved. The practice of assigning a person not specifically trained as a teacher educator to the responsibility of teacher education is seldom a satisfactory means of achieving quality in teacher education.

The evaluation of vocational teacher education should be a part of the state's total vocational program evaluation.

It seems logical that evaluation of a statewide program of vocational education would include an evaluation of teacher education, but, this is not the case in many instances of State evaluation. Any statewide evaluation of vocational education which does not include the specific evaluation of teacher education is questionable.

Vocational teacher education programs should utilize the services of advisory committees.

Every teacher education program involves instruction about advisory services, and yet not all teacher education programs take advantage of such advisory services. Teacher education cannot

become "an island unto itself;" it must be continually regenerated by attitudes, opinions, and data supplied by school administrators, industrial representatives, teacher educators, and teachers. This issue is basic to quality in teacher education.

These twenty-six principles have a direct relationship to establishing an effective, realistic program of vocational teacher education. This paper does not exhaust the listing of principles that could be related to this subject, but does portray some of the most controversial and prevalent principles in the minds of vocational educators today.

ROLES, TASKS, AND RESPONSIBILITIES

The sponsors of the vocational education movement placed value upon teacher education as a prime requisite for quality in vocational education. The literature about vocational education prior to 1917 shows clearly the position of importance of teacher education; however, no national models were developed. When the Federal Board for Vocational Education discussed plans for vocational education with the states in August 1917, particular attention was paid to the states' intentions relative to teacher selection and training. Almost all of the leadership in teacher education during the early years of vocational education came from the Federal Board. Bulletins and papers were prepared by the Board, and national and regional meetings were sponsored by agents of the Board in the interests of developing statewide programs of teacher education. The Federal Board was the teacher for the states in developing teacher education programs. Over the years the role of the Federal office changed from that of teacher and director to stimulator. In addition, organized teacher education groups, with national and state components, and affiliated with the American Vocational Association, emerged into leadership roles in teacher education.

Recent national legislation for vocational education has not intentionally reflected a lower priority for teacher education, but the program of teacher education has been subsumed an omnibus category, referred to generally as ancillary services. The trouble with a particular unit falling into this omnibus situation is that it becomes "out of sight" and consequently "out of mind." Flexibility in the new legislation, and the stated concerns for attention to specific programs for specific groups, overshadow teacher education concerns. This is not to say that teacher education has neither grown nor improved--it has, and possibly remarkably so. But it is to say that the present grand design for vocational education must include a renewed emphasis upon the teacher.

Delineation of roles, tasks, and responsibilities must be brought into the limelight once again. It is imperative that new decisions be reached, or old ones reconfirmed, about the basic allocation of teacher education effort.

An assumption has been made that the roles, tasks, and responsibilities for teacher education can be defined under the headings of Institutional, Local, State, and Federal. The roles, tasks, and responsibilities which follow are expressed in terms of principles or fundamentals.

Institutional

Plan, coordinate, and evaluate programs for the development of vocational education personnel.

Comprehensive programs of vocational teacher education are often planned and executed in a vacuum. In order to plan effectively, enthusiastic and well-informed persons should be invited to assist vocational teacher educators in developing a sound and worthwhile program. These persons may serve as an evaluation team and offer constructive suggestions that would ultimately enhance the teacher educator's position and the program of vocational personnel development.

Clarify the positions of vocational teacher educators concerning employment conditions, organizational structure, and relationships and responsibilities to other institutions and to the state and local educational agencies.

This principle suggests that teacher education exists in an environment of administrative confusion. In many instances the teacher educator has simultaneous responsibilities to state agencies and the educational institution. This dilemma does not seem to arise when a teacher educator is a member of the state staff and is housed by contractual arrangement in the institution which provides vocational teacher education. A conflict of interest results when the state agency and the educational institution are sharing equally the costs for the services of a teacher educator. The teacher educator cannot answer to more than one authority and be expected to perform his work effectively and efficiently until his administrative relationships are thoroughly clarified.

Analyze the multiplicity of programs serving vocational teachers and combine programs which are common in practice, application, content, and professional development.

For too many years, vocational teacher education institutions have specialized and served specific publics, such as agriculture, home economics, business, and distributive education, trade, and industrial education. There are differences which have been identified and attention has been given to them. However, all of these subject-matter areas are part of the vocational education family and should be treated equally as members of that family. If equal recognition is to prevail, then a program of teacher education must be designed that will meet the needs of all these areas and at the same time provide for individual program differences. This approach to vocational teacher preparation can strengthen the program and provide efficiency and effectiveness.

Provide vocational teacher education to meet the special needs of various populations, such as teachers for the handicapped, disadvantaged, culturally deprived, and the physically impaired.

Traditionally, vocational education has served society by preparing persons for gainful employment without giving specific attention to special groups of persons. These special groups of individuals have been absorbed into the "regular" program without reference to their individual differences. With the population explosion came vast numbers of people who require and must have special attention, guidance, and encouragement. For the most part, teacher education programs were not tooled-up to provide vocational teachers with the necessary knowledges to cope with special situations. An emphasis must be provided in vocational teacher education programs to assure that teachers develop special competencies to meet the challenges of special populations.

Give continuous emphasis to the professional growth and development of vocational education teachers.

Without a doubt, programs of vocational teacher education place a high priority on the teacher's professional obligation. Generally, however, professionalism means belonging to the subject-matter organization and the national association which represents vocational education. Little or no attention is given to providing teachers with the understanding and attitude that will encourage and permit them to act in a professional manner, in the best interests of their students. Teachers must be able to rationalize objectively about their positions as members of an administrative team and their own personal-professional obligations. Without being able to make these determinations, the teacher will have no voice in the governance of his own profession.

Conduct an economic appraisal, in terms of costs and effectiveness, of the programs for the development of vocational personnel.

Like evaluation, little attention has been given to costs and effectiveness of vocational teacher education programs. Information regarding costs as related to preparing persons to teach tends to be obscured by the multitude of activities and responsibilities of teacher educators. Institutions have usually not been concerned about accountability and about costs required to provide an effective and efficient program for developing vocational education personnel. It is quite difficult to determine how effective a teacher is in relationship to what it costs to prepare him to teach.

Perpetuate professional growth of teacher education staff through self-appraisal, in-service education opportunities, and creative and imaginative attitudes.

It has been said that "a vocational education program is no better than its teachers." A parallel to this may be stated that "the strength of a teacher education program is no better than its teacher educators." Complacency and traditionalism have no place in contemporary teacher education. Teacher educators must discipline themselves to be imaginative, creative, vibrant personalities to insure that the program is the best that can be attained. Vocational education cannot become an effective system for preparing individuals for the world of work unless the teacher educator recognizes his responsibility to develop an innovative program of teacher education.

Utilize differentiated staffing in vocational teacher education programs.

Teacher educators can no longer depend solely upon their own experiences and competencies in preparing persons to become vocational education teachers. They must be willing to recruit, accept, and employ persons with special skills to aid the total program of personnel development. Without the services of semi- or para-professional personnel, the program will become stagnant and traditionalized.

Organize functional advisory committees for programs of vocational education personnel development.

Teacher education has not utilized advisory committees advantageously. Seldom have invitations been extended to knowledgeable, well-informed citizenry who could make contributions toward guiding the maintenance and/or improvement of a program for the development of vocational education personnel. Committees should be composed of

individuals who are concerned about teacher education, who know and understand the educational community, and who are willing to accept responsibility for developing and maintaining an effective program for preparing vocational education personnel.

Local

Recommend type of education and experience necessary to assure that each instructor will function appropriately in a career-oriented educational environment.

The local agency has the responsibility for recommending the type of education necessary to assure that each educator in the local education agency will function appropriately in a career-oriented educational environment. Such recommendations may include courses in vocational education, educational philosophy or concepts for all teachers, or a program of work experience designed to give educators a perspective of the world of work.

Develop a long-range program of professional growth for each person employed in the vocational education program.

It is the responsibility of the local education agency to develop a long-range program of professional growth for each person employed in vocational education. An individualized program of professional growth which is based upon individual needs should be developed for each person, whether he be the vocational director, the vocational counselor, dean of vocational education, or instructor. This will enable the individual to pursue a systematic program of development leading to excellence in the profession. It will also assure the system of greater numbers of qualified personnel at all levels. Although this objective is accomplished in cooperation with the state

and institutional agencies, it should be recognized that it is a primary responsibility of the local education agency.

Develop long-range projections (1 to 5 years) of vocational education personnel needs.

Development of a plan describing long-range vocational teacher education needs for each local education agency will provide the State office and the teacher education institutions with information needed to plan an effective program of vocational teacher education. Although this information has primary value to the state office and the teacher training institutions, it must be recognized that the local educational agency is in the best position for projecting long-range needs for vocational personnel.

Stimulate vocational education personnel to participate in occupational teaching and in-service training activities.

Stimulation of vocational educators to participate in in-service training activities should be accomplished through normal motivation; but because of the tremendous importance of in-service vocational teacher education, it may be necessary to make in-service education a condition of employment. A possible problem exists where teachers have dual certification, i.e., they may have academic credentials in addition to their vocational certification and may demonstrate a reluctance to engage in in-service education on an after-school basis when their academic colleagues are not required to do the same. This emphasizes the need for initiative to be taken primarily, by the local educational agency, but with the cooperation of the state and educational institutions which may be performing the actual in-service program.

Appoint a person to be responsible for the management of a local professional development plan.

Someone has to be in charge. Professional development plans will not develop in local areas unless someone "rises to the occasion" or is assigned the responsibility. Much improvement in vocational professional development can result if someone on the local level has been identified to work with state, county, regional, or teacher education personnel. Professional development plans, to be effective, must reach every person in vocational education. Top priority must be assigned to professional development for teachers. It would be much easier to carry out teacher education professional development programs if a local person was designated as the "key" person for professional development.

Identify in-service educational needs of currently employed vocational education personnel.

In order to take full advantage of the provisions of the Vocational Education Amendments of 1968, it is necessary that the local educational agency provide a vast amount of in-service education for persons currently employed. It is considered the responsibility of the local educational agency to gather data about in-service needs and disseminate it to the state office and teacher training institution, and to cooperate with those agencies in developing a program that will satisfy the educational needs.

Provide training stations, guidance, and supervision for student teachers, interns, teacher aides, and others who are entering careers in vocational education.

The local education agency has a key responsibility in working with teacher training institutions to provide training stations for

student teachers, and to assist in a program of guidance and supervision which will assure meaningful experiences for trainees. Too often student teachers are assigned to a training station with little supervision, leaving the student teacher to fend for himself. This is a truly formative period for the student teacher and a time when he gains some of his most valuable experiences in his total teacher preparation program.

Not only is there continued need for training stations on the secondary level, but an increased need is recognized for community college training stations for persons preparing to teach in a post-high school environment. There are many characteristics common to secondary school teachers and community college teachers, but the differences warrant consideration of training stations in both types of institutions. In the area of student teaching, the person who has the greatest impact on student teachers is not usually the college professor, but rather the person in the teacher training station who has closest contact with the student teacher. The cooperating teacher, or the one who is assigned to assist the student teacher, should be a capable member of the staff who has a desire to work with and develop student teachers.

Budget for in-service training needs including released time, incentive pay, sabbatical leave, educational leave, and tuition payment.

Budget for in-service training needs should include provisions for released time, incentive pay, sabbatical leave, educational leave, and tuition payment. It is a common practice in business and industry to budget for in-service training; it is now necessary that educational agencies recognize this practice as a local responsibility.

Provide teacher salary schedules which equate vocational preparation and academic preparation.

Equate the range of vocational education preparedness for those new teachers who are long on academic preparation and those who are short on academic preparation, and establish a salary schedule which adequately takes this range of starting conditions into account. New vocational teachers who are short on academic preparation are often penalized on the salary schedule, and many times those who are long on academic preparation and lacking in work experience are inappropriately evaluated in terms of their worth in the vocational education program. It is therefore important that a fair and compatible salary schedule be developed which will take this range of conditions into account. This becomes even more important as an era of mandatory teacher management negotiations is approached. The success of teacher recruitment and teacher education programs bears a strong relationship to the degree to which salary schedules account for this range of preparation.

Identify potential vocational education teachers.

Local educational agencies should do more toward the discovery of potential vocational education teachers among their students and begin early to groom them for future positions in vocational education. State-coordinated guidelines should be developed to assist the local educational agency in recruiting staff for vocational education needs. These guidelines should be applicable to the recruitment of supervisors, counselors, teaching aides, and other vocational education staff personnel. Follow-up of the state apprentice graduates might lead to a source of potential vocational education teachers. In cooperation

with the local education agency, the state office and the educational institution, identified potential vocational education teachers could be encouraged to start their academic programs while gaining work experience.

Encourage attitudes of professionalism among vocational education teachers.

The local educational agency has a definite responsibility in developing an attitude of professionalism among all its vocational teachers. There are many vocational problems that can best be solved by educators through the device of the professional vocational education organization. Only as teachers develop an attitude of professionalism can they be stimulated to engage in professional activities; therefore, the local educational agency has the additional responsibility of creating an environment in which professionalism will thrive.

Develop evaluation plans to measure effectiveness of instruction in cooperation with the state agency.

One- and five-year vocational educational plans developed by the local educational agency in compliance with state regulations should include a program of instructional evaluation. Present plans lack accountability in the area of teacher performance. One- and five-year plans should, therefore, not only be explicit in terms of vocational programs which prepare and upgrade students for employment, but should also include plans to upgrade and evaluate effectiveness of instruction.

Work to improve lines of communication between vocational education staff and other professional staff.

Exchange of information on a face-to-face basis is exceedingly important. In addition to other teachers becoming interested and

knowledgeable about vocational education, vocational education teachers must be well-informed about the total educational program of the school and district, and must participate as integral members of the total school staff.

Evaluate the environment in which the teacher conducts his vocational education program.

Evaluation of vocational teacher education should be conducted by the local educational agency and should include a review of each teacher's instructional environment. In evaluating the effectiveness of teacher education, it is necessary that the behavioral change, (or whatever has occurred because of the teacher or his teaching) be determined, not by examining the teacher, but by observing him as he functions within his environment. Such things as room lighting, the type of students in the program, relative fitness of the equipment, budget, storage space--all these are a part of the teacher's environment and must be taken into consideration when evaluating the effectiveness of vocational teacher education.

Make recommendations for the improvement of vocational instruction.

The local education agency should include as a part of the evaluation of vocational teacher education a recommendation for the further improvement of instruction. One of the goals in evaluating the effectiveness of vocational teacher education should be the improvement of instruction. It is therefore important that a part of the evaluation include recommendations for the improvement of instruction. In order to constitute a truly effective part of the

evaluation, these recommendations should be transmitted to the state and the teacher training institution. Cooperatively, the local educational agency, the state office, and the teacher training institution can act upon instructional improvement recommendations.

State

Make teacher education programs readily available to all vocational education teachers.

It is the state's responsibility to see that teacher education programs are available to all vocational teachers. This includes pre-service and in-service, and concerns the teachers in the secondary schools, community colleges, technical colleges, and the various adult and manpower programs where preparation for work if offered. In view of the new emphasis and the vital need for teachers and counselors to orient students in the early grades, the State Department of Education has the responsibility to see that these teachers have the appropriate preparation to carry out this responsibility.

Identify the quantitative need for vocational education teachers.

It is the state's responsibility to summarize and to forecast vocational education teacher requirements. Data should be obtainable from local districts and used as one of the bases for predicting teacher needs.

The nature of short- and long-range teacher requirements bears directly upon the kinds of teacher education to be provided and may be suggestive of strengths and weaknesses of existing teacher education curricula.

Evaluate the performance of teacher educators.

Procedures must be developed that can be used by teacher educators for self-evaluation and by state administrators in vocational education for evaluating the performance of teacher educators.

Coordinate local and institutional teacher education activities.

The state is in an excellent position to provide a coordination service to teacher education institutions. It is important to reduce unwarranted overlapping of teacher education services and to strengthen programs where appropriate.

Disseminate information from national and state sources to teacher education institutions which bears directly on (or is closely related to) teacher education tasks.

Because of its close relations with the U.S. Office of Education and the local education agencies, the state is in a position to be acquainted with the latest developments and policies as practiced by these agencies. Colleges and universities may often be limited to the published article or the journal for information. It is the responsibility of the state to see that information concerning the most recent actions, policy positions, personnel changes, legal interpretations, and other actions vital to vocational education be made available to the college instructors who prepare vocational teachers. Unless these teacher educators are well-acquainted with the newest and latest developments, the preparation of new teachers will suffer.

Design certification standards for vocational education teachers.

Setting up certification standards is primarily a state

responsibility. The Division of Vocational Education in the State Department of Education should continually assess the certification and/or approval standards for vocational teachers. It should seek to make changes when these standards become obsolete or do not fulfill the current needs. It should consult with the local education agencies and the institutions of teacher preparation, and then use its influence to obtain these changes as needed.

Review and approve vocational teacher education research proposals according to priority needs of the state.

The state should be actively involved in the review and approval of the proposals submitted to the U.S. Office of Education for research in vocational teacher education. The state cannot effectively serve all the agencies unless it is in the position of indicating the priority needs of the state, and to that extent indicate its support of proposals for funds to conduct special teacher education programs. In those cases where the state has developed an expertise in proposal writing, it should work cooperatively with local education agencies and institutions of higher learning in preparing EPDA or research proposals.

Administer funds for vocational teacher education.

Since funds may be available to the state under the Amendments of Vocational Education Act of 1968, under Part F of the EPDA, and from state sources, the state should plan to use these funds in the support of pre-service and in-service teacher education. To the extent that these funds are available, it should provide support to institutions of higher learning as well as to local education agencies interested in conducting in-service seminars and workshops. The

state may also wish to use some of these funds in conducting conferences or in-service programs under its own direction. Providing funds to the various institutions carries with it the responsibility to evaluate the effectiveness of the programs which are supported. Funding to the colleges and universities should enable them to go beyond their routine role of preparing teachers and to serve vocational education more effectively.

Plan and coordinate an educational personnel development program.

The state should submit proposals to obtain EPDA (Part F) funds in order to serve the state. Proposals to be submitted should be based on the needs of the local education agencies, colleges, universities, community colleges, and technical colleges. They should provide an opportunity for innovative practices which may improve the general direction of teacher preparation.

Provide leadership for the coordination of all vocational teacher education programs.

The state has the responsibility of providing leadership for coordination of all teacher education programs. The preparation of vocational teachers cannot be isolated from the general preparation of all teachers. It is vital that state vocational personnel be involved in any coordinating effort or affiliated with any advisory group which functions within the state relative to the preparation of teachers at all levels. By functioning on this general level, the State Division of Vocational Education can be more effective in its program for improving the specific preparation of vocational teachers.

Federal

Develop and recommend general guidelines for the implementation and improvement of vocational teacher education.

The purpose of guidelines is to assist the states to develop appropriate programs of teacher education in cooperation with the financial support and leadership of the federal government.

Coordinate federal services which can support vocational teacher education.

Coordinate the services available in the federal government which can further develop and improve teacher education in the states. Help to eliminate unnecessary duplication and assist the states to utilize funds, services, and materials which are made available.

Administer federal funds for vocational teacher education.

In addition to the funds that are made available by the 1968 Vocational Education Amendments and the EPDA, funds which are supplied for research, curriculum development and exemplary programs may also in certain situations support programs in teacher education. The federal government in cooperation with the states should establish priority of needs for teacher education. Federal funds should then be used to support programs that are designed to meet those needs.

Encourage the development and implementation of model vocational teacher education programs.

The additional demands being made on vocational educators make it necessary to develop the most effective types of teacher education programs to prepare instructors and leaders who are well-qualified to conduct the new programs of vocational and technical education.

Sponsor national conferences, workshops, and research studies to improve teacher education programs.

There is a continuing need for the sponsorship nationally of different types of conferences and workshops. These should be designed to furnish the information which is needed by teacher educators and by leaders in vocational and technical education.

Collect and disseminate data about research studies and exemplary programs, including data from national societies and non-governmental agencies, related to teacher education.

Many new exemplary projects are being implemented throughout the nation. Some of these probably relate to teacher education. It is important for the state to be fully advised concerning exemplary programs that can help to improve teacher education.

Sponsor the development of curriculum materials to improve teacher education.

Careful consideration should be given to the advisability of using some of the curriculum funds for the implementation of curriculum materials which can help to upgrade programs of teacher education.

Negotiate contracts to develop instruments for the evaluation of teacher education programs.

Funds available on the federal level that can be used for evaluation of teacher education should be made available by contract to national centers, research groups, teacher education institutions, and State Departments of Education to evaluate programs of teacher education. The federal government should monitor these contracts to see that the funds are effectively used and to assure that the findings will be made available to the States.

Make national assessments of the range, scope, and effectiveness of vocational teacher education.

An assessment study should be made annually of teacher education programs. Such a study should take into consideration the number of teachers and leaders enrolled, materials developed for use of instructors, research conducted, changes in the program, services provided to the teachers through visitation and workshops, and facilities used in teacher education.

Collect and publish data about the availability of vocational education teachers.

It is important to keep up-to-date information concerning the number of teachers and other leaders who are being prepared. The availability of this information should increase the employment opportunities of the teachers educated; it can help in the adaptation of teacher education programs and can have a direct influence on the development of new programs of vocational and technical education.

Determine the need for, and adequacy of, programs designed to develop state leadership.

Both the old and new programs of teacher education designed to develop state leaders, teacher educators, and specialists should be evaluated carefully. Effort should be made to provide adequate programs of education for teachers who are to be advanced to positions on the state or other administrative levels.

Assess the status of accreditation of teacher education institutes.

More information is needed about the accreditation of programs of teacher education institutions, and of institutions which conduct

programs that relate to vocational and technical education. New developments in the field of accreditation should be appraised and if advisable, the federal government should provide additional leadership to assist in improving the accreditation of these institutions.

Evaluate the effectiveness of projects funded through EPDA and other federal teacher education programs.

The purposes of these evaluations are to identify weaknesses, determine the effectiveness of the programs, and disseminate the results of the evaluations.

IMPROVEMENT AND EXPANSION

Vocational education can be proud of its teacher education programs. These programs have served vocational education well and it seems safe to say that vocational education is somewhat better off because it did, in fact, honor principles of teacher education as an integral part of its total program.

Some programs of teacher education are better than others. Some programs have been conducted by inspired teacher educators. Some programs have had strong support of educational administrators. Some programs have had unqualified attention from State Directors of Vocational Education. Nevertheless, significant differences in content, method, and procedures appeared. In part, this was a good sign because it indicated a strong desire not to cast all teachers into the same mold, and to recognize the individual talents of teachers. Despite the variety of differences, all programs of teacher education have recognized the centrality of the teacher in relation to quality of vocational education programs.

New ideas for implementation of vocational education programs, as expressed in the Vocational Education Amendments of 1968, with broad and flexible concepts related to people and occupations, did not define in any specific way how teacher education should adjust in line with general expansion of vocational education. Recognition of the necessity to place an emphasis upon the teacher came in the form of the Education Professions Development Act, P.L. 90-35. Part F of the Act (Title II, VEA '68, P.L. 90-576) focused attention upon leadership development in relation to vocational education personnel.

Suggestions concerning improvement and expansion of vocational teacher education were received in the form of answers to questions related to ways and means, procedures, and resources and to the role of the principal professional organization--The American Vocational Association.

I

Identify the Ways and Means of Expanding Vocational Teacher Education (All Vocational Areas, Technical Education, Practical Arts, and Manpower) In Order to Serve a Larger Group of the Present and Potential Teachers

Establish an Office of Professional Development at the state level which is responsible for coordination and leadership for all phases of professional development.

Such action is intended to prevent duplication of services and administrative structures. Furthermore, it is intended to hold one office responsible for planning and implementation of professional development activities. It is not intended that this office actually perform all of these activities, but to arrange for leadership activities to be conducted and to coordinate all statewide activities pertaining to professional development for vocational education.

Develop vocational teacher education as a definite subsystem of the larger total system of teacher education.

Throughout the United States there are two basic systems of teacher education: (1) one for all teachers except vocational education teachers, and (2) one for vocational education teachers only--the second system is further subdivided into various fields of vocational education.

It is obvious that economies can be achieved by joining forces. Each state is urged to make such adjustments, to capitalize upon the advantages of the commonalities in teacher education, but not to abdicate its responsibility for follow-through concern for vocational education teachers. Most general teacher education institutions (see #1 above) have little or no concern for the teacher after basic teacher education requirements have been completed. The

implication of EPDA and VEA '68 is toward continuous concern for the teacher throughout his instructional life.

Expand the scope of teacher education beyond pre-service and in-service training and beyond secondary and post-secondary education to include attention to areas such as manpower programs, correctional institutions, industrial programs, special groups, and a variety of continuing education programs.

This item is self-explanatory, but it hints at a present defect in the system for vocational teacher education programs that concentrate attention largely upon the pre-service aspects of teacher education.

Plan for increasing emphasis on research in vocational teacher education programs.

Teacher education institutions should be held responsible to provide all kinds of definitive data about teachers and teacher profiles. Such data should show changes in characteristics of teachers, trends and relationships of various kinds, and should in general be the source of all information needed about teachers. In addition, teacher education programs should experiment with new methodology and theories of teaching and learning, should integrate these elements into the teacher education program, and should publish and distribute new instructional data to teachers in the field.

Conduct teacher education programs both in the university and in the vocational schools to upgrade and/or prepare teachers for certification.

The intent here is clearly to get teacher educators out of the "ivory halls" and into the real-life situation of vocational instruction. It is obviously possible to conduct teacher education

outside the college or university classrooms and to shorten the length of time required for basic teacher preparation. Furthermore, such experience would provide an excellent base for the development of in-service programs of teacher education.

Utilize the services of nonvocational education specialists such as sociologists, economists, and representatives of industrial training programs.

Teacher education programs can profit by bringing specialists from other disciplines and from the world of work to consult with teacher educators, to participate in instruction of teachers, and to update vocational education teachers concerning related knowledge of value in understanding students and the social, economic, and technological climate in which they will work.

Use appropriate advertising resources to obtain new teachers.

This item suggests that it is imperative to seek vocational education teachers--people who have special qualities of value for vocational education instruction. Many new vocational education teachers get into the program by accident rather than by design. Recruitment of new teachers is essential to the progressive development of vocational education.

Provide off-campus training in geographical areas for greater availability; provide flexibility in student teaching; revise institutional requirements in line with off-campus instruction.

Needed changes in the method of providing teacher education seem to suggest that teacher education should be <u>taken</u> to locations where the teachers are. Campus classes are not necessarily taboo,

but considerable adjustment and flexibility can be provided if teacher educators view their task as extending far beyond the confines of the campus.

Evaluate present teacher education programs to determine effectiveness and efficiency.

What good does teacher education really do? What evidence can be gleaned to show that teacher education is actually valuable, and that it does in fact help teachers? These are continuing tasks of teacher educators who are responsible to obtain and make available the evidence to demonstrate beyond reasonable doubt the worth of the teacher education program. Evaluation of teacher education has never been more imperative.

Conduct a status survey to determine supply of and demand for teachers in vocational education.

State administrators should know that teacher education programs are in fact preparing a sufficient number of new teachers to account for normal turnover and expansion. Attempts should be made to determine the long-range requirements for vocational education teachers.

Be flexible in meeting pre-service and in-service needs of teachers; make field, summer, and evening courses available to potential teachers.

All states seem to have a general problem of making teacher education available in a variety of ways to meet the special requirements of teachers.

Improve the utilization of teacher education staff by combining courses which are essentially common to all vocational areas.

This issue condemns the practice of offering separate teacher education courses in a single institution for different vocational areas, particularly courses which can be construed as common to all vocational education areas. Institutions are urged to make adjustments where such obvious duplication occurs.

Examine the practices of state funding of vocational teacher education.

States vary widely in the extent to which they invest in vocational teacher education. In the absence of definitive data, it is believed that some states have so "weaned" the teacher education program that its actual effectiveness is impaired. A corollary to the general problem suggests that states should know what they are actually getting for their investment in teacher education, regardless of the size of this investment. Comparative data should be obtained on a national basis about the actual investment in teacher education.

Include evaluation and preparation of instructional materials in teacher education programs.

This item implies the need for curricular material in vocational education and implies further that development of instructional material for a variety of vocational programs should be undertaken by, under the direction of, or in close relationship to teacher education. Other things being equal, teacher education is (or should be) in a strategic position to evaluate instructional materials and supervise the preparation of such materials.

Encourage vocational education teachers to recommend potential vocational education teachers.

Every teacher finds in most of his classes an outstanding student who seems to have desirable qualities to become an outstanding vocational education teacher. This is one part of the total recruitment program. Vocational education teachers are urged to become sensitive to their potential for suggesting teachers, either from their classes or from their business and industrial contacts.

Develop and implement programs for preparing an increased number of teacher educators.

How a person becomes a teacher educator seems clouded in mystery. Very little is being done to find potential teacher educators and to provide them with special workshops, institutes, or seminars in order to speed up the process of becoming sensitive to the many facets of teacher education. Few if any states would have the capacity to organize and conduct teacher education preparation programs. This appears to be a national EPDA problem which could be implemented by national leadership and provided in two or more areas throughout the nation at periodic intervals.

Sell the decision-makers on the importance of teacher education.

This entire project is beamed toward the task of bringing teacher education prominently to the attention of the decision-makers. The question of what is needed in the way of teacher education should accompany all vocational education program plans.

Develop state-wide and regional structures to promote cooperation among teacher education programs.

Although the responsibility for teacher education should be fixed in any state, talents throughout the state and in other institutions should be used.

Provide a direct "pipeline" between the state agency and teacher education institutions.

In some states, evidence indicates that teacher educators feel they are too far removed from state agencies responsible for program development and that the problems and issues confronting teacher education do not get to decision-makers at the state level.

Poll local administrators and instructors regarding vocational teacher education services needed.

Teacher educators must maintain a continuous relationship with the employers of vocational education teachers for the purpose of knowing firsthand about the kinds of teacher education services needed to improve the instructional capacities of teachers.

Recognize community college credit for vocational teacher education.

Concepts of the "open curriculum" in teacher education should prevail to the extent that a potential teacher can be given credit for similar or identical education requirements in teacher education. The new teacher in training should have an opportunity to "challenge" any teacher education course upon the basis of prior completion or prior experience related to the course.

Arrange for the joint appointment of teacher education faculty to community college facilities and to vocational education facilities at other universities.

This technique, where feasible, can assure depth to teacher education and can utilize competencies in a two-way process in teacher education.

Arrange for the appointment of state agency personnel to vocational teacher education faculties on a part-time basis.

The advantages of close involvement of the state agency personnel in the teacher education program are obvious. Benefits are gained both by the teacher educator and the state agency personnel; new and experienced teachers have an opportunity to become acquainted with state agency personnel and can share their hopes and fears with the policy makers in vocational education.

Use both resident and itinerant teacher educators.

This item is not only a convenience for teachers but tends to keep them in frequent contact with progressive development in teaching and learning. Use of itinerant teachers makes it possible to take advantage of specialized experiences which may not be available among resident teacher educators.

Make available many forms of financial assistance to teachers.

Increased emphasis upon teacher education suggests that some of the funds for teacher education should be devoted to direct assistance for teachers. The ultimate goal would be to provide all teacher education programs at no expense to the teacher, even to the point of giving an honorarium for the teacher to attend some kinds of teacher education programs.

Disseminate information about vocational teacher education to all interested groups.

Information about vocational teacher education is one of the best-kept secrets in vocational education. Until teacher educators make such information available, it is difficult to expect that all interested groups will provide strong support for teacher education. It is difficult to support that which you don't know much about or do not understand.

Develop vocational education personnel as individuals beyond mere "occupational" preparedness.

Occupational competency has been a hallmark in vocational teaching. However, the principles of teacher education go far beyond the single requirement of occupational competency. Programs of teacher education must have elements of a broadening nature and must be in tune with contemporary needs--teaching the culturally disadvantaged student, for example.

Apply AMIDS (Area Manpower Institute for the Development of Staff) on a broader front.

The AMIDS programs actually perform many teacher education functions which have been ignored, or possibly not specifically provided by the vocational educational legislation or the state plans. Teacher education is needed on a broader front than is commonly provided in the states; commitment has been largely to pre-service teacher education. Close collaboration with AMIDS will benefit both programs: (1) extend teacher education to a larger group, and (2) provide teacher education expertise which is not totally available in AMIDS programs.

Adapt certification format to permit entry from business and industry and from baccalaureate programs.

A frequent criticism of vocational education is that it does not provide a reasonable open entry to employment of teachers from business, industry, and other baccalaureate programs. Expansion hoped for in vocational education will require that states evaluate their certification requirements to be sure that such requirements are not excluding desirable teachers in vocational education.

Modernize teaching techniques: use a variety of teaching methods.

Teacher education programs should exemplify the best possible teaching. From the standpoint of instruction, teacher education programs should use modern devices and a variety of teaching methods to demonstrate by actual example their concern for the individual teacher.

Provide teaching specialists for various special student groups.

This is an opportunity for teacher education administration to bring teaching specialists to special groups of teachers--basic education, English as a second language, curriculum for the handicapped and the disadvantaged, and the like. This need must be recognized by teacher educators; otherwise it may not be provided at all.

Grant college credit for certified occupational experience.

Some states have experimented in granting college credit for occupational experience. This practice seems to be highly desirable and all states are urged to institute such a program, or to review and update programs now available.

II

Identify Specific Procedures to be Used to Improve the Effectiveness of Vocational Teacher Education

Develop more effective follow-up of first-year and second-year vocational education teachers.

For the most part these are the formative years for the vocational education teacher--the period of time when teachers need the most help on the job, and with real-life instructional situations. Teacher educators must be available to give assistance when needed. Furthermore, teacher educators could collect data continuously concerning the instructional problems of new teachers and then use these data to modify teacher education.

Make a state-wide study of total efforts in vocational teacher education.

This is part of the general knowledge that each state should possess about the actual programs of teacher education. Relevant data about vocational teacher education is scarce. Too little is known about the nature of the total effort, its strengths and weaknesses.

Develop better communications from the state office relative to resources (types of funds) available for special workshops in teacher education.

In the absence of statewide efforts to coordinate professional development, each teacher education institution must shift for itself in attempts to provide special services. Frequently these attempts are handicapped because of the lack of (or poor) communication with the state agency. On the other hand, all teacher education agencies should take the initiative to know what resources are

available from the federal level.

Develop guidelines, on a national basis, for the evaluation of teacher education programs by the individual states.

Opinion is nearly equally divided concerning the relevance of this item. (As many people disagree, or are undecided, as agree.) It would appear to be advantageous for teacher educators to know about national attitudes concerning criteria for evaluation; the fear is related to imposing national criteria which may reduce local initiative.

Encourage all Divisions of AVA, and associated teacher education groups, to work together in support of vocational teacher education.

Teacher education frequently gets lost in relation to the major decisions about vocational education. Certainly one element of vocational education common to all Divisions of AVA is teacher education. It seems obvious that all Divisions should develop strong concerns about and support for teacher education.

Develop plans to improve the competency of teacher educators.

No satisfactory means has yet been devised in vocational education to provide self-renewal activities for teacher educators. This is an urgent item worthy of special consideration and support of EPDA programs. This problem is national in scope and cuts across all areas of vocational education.

Develop a state-wide vocational education management system which includes vocational teacher education.

This item is somewhat controversial. One out of three persons consulted tended to disagree or was undecided about the matter. It

does seem reasonable that if any part of vocational education is evaluated, teacher education should not be excluded. Disagreement and indecision about this issue may suggest more direct self-evaluation activities among teacher educators.

Utilize the resources of the State Advisory Council in vocational teacher education planning.

Teacher educators should take the initiative to keep state advisory councils advised about the total program of teacher education and urge such councils to review and study teacher education resources in each state.

Explore the further development and utilization of correspondence courses in vocational teacher education.

Despite a strong negative attitude (four to one against), this item may have significant value. Few, if any, persons would agree with the item as a total replacement for present teacher training activities. However, vocational teachers (the isolated teacher, for example) for whom teacher education is not readily available cannot be ignored and must be served in the same manner as other teachers.

Promote field experiences and internships for vocational teacher education.

Realization of this item can follow many paths and is another example of the need for teacher education to explore new ways and dimensions of relevance.

Establish a program with an audio-visual specialist to assist in designing, selecting, and producing media for more effective teaching procedures.

One of the critical needs in teacher education is adequate provision for curriculum development laboratories which include the production of audio-visual instructional aids. For nearly a decade this provision has been recognized in federal legislation but is yet to become a reality.

Plan experimental studies contrasting alternative methods of vocational teacher education.

Teacher education programs must experiment broadly with methodology in teacher education. Principles of flexibility and individual instruction apply to teacher education and too often teacher education has been accused of making one suit which is supposed to fit all people. The item calls for variety in teacher education.

Increase attention to the development of research competencies as an integral part of vocational teacher education.

Teacher education programs appear to be the logical source for the development of research competencies among vocational educators. Not only should teacher education programs realize and develop this potential, but state agencies should move toward utilizing these resources for developing research competencies and to secure a greater degree of implementation of research data in instructional programs.

Help teachers develop and maintain positive attitudes toward work which they in turn will impart to their students.

That teachers must develop positive attitudes about the world of work is a widely accepted concept. How this can be accomplished by teachers should be included in the methodology of teacher education.

Encourage the exchange of teacher educators on a regional or national basis.

Although sixty percent of the persons consulted on this issue expressed a favorable reaction, there are practical problems which tend to inhibit exchange of teacher educators. Opportunity for exchange of teacher educators as participants in class work in teacher education is limited to the summer period; exchange of teacher educators for the purpose of planning and design of teacher education programs has not yet become popular. Realization of the goals implied by this item depends largely upon stimulation by the provisions of EPDA.

Develop a centralized teacher education program so that teachers are knowledgeable in all areas of vocational education.

Inherent in the goals of the Vocational Education Amendments of 1968 is the idea that teachers in one area of vocational education acquire knowledge and understanding of the vocational education program in other areas. The concept of a centralized core about all vocational education appears to have value despite a two-to-one negative reaction to this item by previous reviewers.

Test resource materials for effectiveness before publication.

The logic of this point is obvious. Nevertheless, some evidence seems to exist that pilot testing and field testing of resource

materials, although highly desirable, are not carried out.

Involve teachers in developing instructional materials.

This is a logical step and can add relevance to instructional material development.

Make available to teacher educators all materials and equipment that are available to teachers in local districts.

One of the tragedies in teacher education is that some programs lack adequate materials and equipment. Teacher education programs should at least be able to deal with materials and equipment commonly found in local districts. Failure to supply this minimum quantity of material is as unsound as furnishing material and equipment of such a sophisticated nature that it is beyond the grasp of teachers in a local district.

Extend and improve interchange by putting teacher educators "where the action is" for feedback and problems of instruction.

This issue has been identified in a number of forms and it would be difficult to find fault with the obvious advantages of teacher education completely in tune with contemporary instruction in vocational education. Unquestionably the issue is representative of one of the imperative qualities of teacher education.

Use qualified part-time instructors to teach field classes, both pre-service and in-service.

This technique for improving teacher education was strongly recommended by vocational educators across the nation. In addition to the opportunities to provide expertise not found in the permanent teacher education staff, use of part-time instructors makes it

possible to utilize teacher education talent in local districts and in business.

Use ETV network as a means of reaching large numbers of teachers.

Seventy-five percent of the people consulted about this item reacted favorably. However, before long-range investments are made, the research on the effectiveness of ETV must be reviewed. Despite great interest in and concern for ETV, teacher education has not experimented with its use sufficiently to warrant positive conclusions about its value as an alternative to other methods.

Offer evening and weekend workshops and seminars.

Every possible means should be used to provide teacher education programs at the convenience of teachers. Expanding the options for teachers is to be encouraged. However, use of evenings and weekends can only be regarded as one of the possible options.

Increase the use of media for self-evaluation by teachers.

A teacher never "arrives." Throughout his professional life a teacher is faced with the problem of teaching himself how to teach effectively. The technique of self-evaluation of instruction is an imperative aspect of teacher education.

Expand the use of advisory groups in personnel development.

Generous use of advisory services as an aid in reaching decisions about professional development is highly recommended.

Unify teacher education organizations in higher education institutions.

Negative reaction to this item (40%) is probably rooted in fear of losing comfortable and well-established patterns of teacher education. Duplicating and overlapping of services (particularly common areas) within a single institution are nevertheless difficult to justify.

Develop behavioral objectives for teacher education.

This is an exceedingly desirable means of improving instruction and provides an excellent opportunity for teacher education either to validate existing programs or to see clearly what additions are needed.

Provide opportunities for teacher educators to attend professional meetings.

Evidently some states isolate their teacher educators from professional relationships with their peers. Dialogue and general exchange of ideas among teacher educators tend to stimulate creativeness.

Disseminate knowledge of exemplary programs and techniques.

A program of disseminating knowledge about exemplary programs of teacher education is essential. Too often a teacher educator hears about new developments by accident. At present there is no regularly operating procedure to accomplish this task.

Provide in-service education for supervisors of student teachers.

Supervisors of student teachers must have frequent opportunities to review and adjust their goals and procedures in the light of

their combined experience with student teachers. In addition, results of research and reports of successful practices in related areas must be made available to supervisors.

Build incentives for professional development.

A carrot out in front attracts most people. Although it can be argued that each person has to find his own carrot (set personal goals on the basis of self-analysis), it is well-known that monetary and other kinds of rewards help. Some societies place a teacher at the very top of the social structure. Perhaps vocational education should take a long-range view toward developing some kinds of recognition for the master teacher. Ninety-two percent of the persons consulted believe in building incentives for professional development.

III

What Kinds of Resources are Needed to Expand and Improve Vocational Teacher Education?

Provide additional funding, including a substantial financial plan for teacher education facilities and equipment.

Definitive review and analysis of actual funding for vocational teacher education are not available for the contemporary program. Among the states, no one knows for certain the exact status and condition concerning allocation of financial resources for teacher education.

An assumption generally made about teacher education facilities is that they are poor. Consideration could well be given to construction and facility expenditures for teacher education.

Utilize more relevant innovation in instruction.

Objections to innovations in teacher education programs would be hard to understand. Obviously progressive, up-to-date, creative, and imaginative programs are imperative. One of the implications of this issue is strong self-policing of teacher education programs.

Use a variety of multi-media resources.

Most certainly expansion and improvement of teacher education should include liberal use of a variety of multi-media resources. The extent to which these items are actually available for teacher education across the nation is not known.

Provide continual access to instruction and counseling resources.

Too often teacher education stops when the vocational instructor leaves the campus and completes basic requirements for certification.

One of the imperative ways to improve the effectiveness of teacher education is to make teacher education resources available continuously to teachers throughout their teaching careers.

Coordinate "software" development between teachers and specialists.

Development of software resources for teacher education must include teachers in order to provide relevance to teaching requirements. Specialists must be used to provide a "leading edge" in software development and to avoid the need to make continuous improvements on possibly outmoded materials.

Provide more individualized instruction on a continuing basis.

A basic principle of teacher education is that it must exemplify individualized instruction. By actual example teacher educators must provide individualized instructional situations. One of the goals of teacher education is to achieve individualized instruction in vocational education classes.

Develop a "learning resource center."

By definition, a "learning resource center" represents the best of instructional technology and multi-media. Research in teacher education has defined the parameters of such learning centers, including design of appropriate buildings. The assumption that present teacher education facilities do not live up to desirable standards is well-founded.

Provide opportunities to renew occupational experiences.

The need for updating the occupational experiences of vocational education instructors is becoming more acute with increased technology. Such programs should become a part of a statewide plan, and teacher

educators should play a significant role in this plan.

Experiment in the development of exemplary in-service programs.

In-service training programs for vocational education teachers represent a major critical need in teacher education. All states must develop strong programs of in-service teacher education.

Provide for employment of specialized education consultants and make full use of school and community resources.

This point has been emphasized repeatedly and probably represents one of the largely untapped resources for improvement and expansion of teacher education; it requires a little imagination, detailed planning, and a lot of hard work.

Provide proper funding, minimizing soft money.

Soft money is attractive, and available, and should be used. However, the foundations of improved and expanded teacher education programs must be based on available hard money.

Publicize vocational teacher education and its availability in the state.

Structure and availability of teacher education programs are not thoroughly understood by vocational education teachers: among educators and policy-makers generally, the purpose, structure, and content of vocational teacher education constitute an almost unknown quality.

Develop better liaison between State Boards and teacher education staffs.

Centrality of teacher education is the scheme of quality in vocational education that suggests the desirability of two-way

communication between the State Board for vocational education and teacher education. The situation is not resolved by informing State Boards about teacher education; teacher education must be accountable to State Boards for quality dimensions among teachers.

Make better use of teacher education programs as intern experience for vocational educators who are moving to positions of larger administrative responsibility.

Leadership development of potential administrative personnel could well provide substantial experience on the firing line of teacher education. After all, the nature of the administrator's job is affected by the quality of the vocational instructor. In addition, such intern experience could bring administrative problems into the structure of teacher education.

Study the possibility of using the resources of the post-secondary institutions.

The case in point is that any teacher education program which is confined entirely to the university campus can overlook a wealth of other resources. One of these resources is the post-secondary institution which does not now figure prominently in teacher education.

Develop basic textual materials for vocational teacher education programs.

More than one-third of the respondents to this issue do not regard development of basic textual materials as an aid to improving and expanding teacher education. On the one hand, there is a lack of such materials which are generally useful across the board; on the other hand, teacher education must maintain a degree of freedom from conformity to any rigid system of basic textual materials.

The fact that two-thirds of the respondents found value in the item suggests that it is a viable element of improvement, but that the hazards involved must be recognized.

Assign administrators to vocational teacher education programs who are especially prepared for this responsibility.

Evidently administrative responsibility and authority for vocational teacher education are assigned in some states to persons with little background, understanding, or sympathy for teacher education. Obviously, an improved and expanded teacher education program can grow effectively when the administration is knowledgeable about teacher education.

Regularize an annual assessment of the products of teacher education as feedback for improvement.

Regularizing an assessment of vocational teacher education, by reference to the teachers themselves, is unquestionably representative of a desirable feedback pattern.

Encourage local education authority to take initiative for the professional development of vocational education personnel.

Some enthusiasm for professional development must be generated from within the local educational authority. Local plans should be realized in cooperation with general state agency plans and in cooperation with teacher education programs.

Provide funding specifically for teacher education by adding an amendment to the vocational education act.

Support for this item (75% of the respondents) represents inadequate funding of teacher education by some of the states; consequently, forced funding by establishing a teacher education

category in the legislation seems attractive. Precisely how this action would actually improve and expand teacher education is not clear; alternatives should be prepared.

Concentrate on using industry as a resource for training vocational teachers.

Reactors divided equally upon the relevance of this item as a resource for teacher education. Evidently use of this avenue in the training procedures among the states is not widespread. However, there can be no doubt but what industry does represent a potential resource.

Explore the potential of industry financing vocational teacher education.

Some unions have funds which have been used to provide annual seminars to update certain teachers of vocational education. Such programs have been generally excellent. Because of the imperative need for in-service teacher education, these potential resources should be explored.

Provide a national program which will underwrite in-service and pre-service programs for teacher education in vocational education.

Most of the funds for teacher education have been used in pre-service type programs. Expansion in the number of teachers needed, as well as development of a nationwide emphasis upon in-service programs, means that substantial funding is necessary. The centrality of the teacher in vocational education, and the numbers involved, suggest the need for substantial national funding of these efforts.

Develop strong liaison with Research Coordinating Units.

The Reseach Coordinating Unit (RCU) is definitely a new resource for teacher education. The RCU provides immediate access to research related to teaching and learning, and to development (models, for example) in teacher education.

IV

What is the Role of AVA in Vocational Teacher Education?

Relate systematically with national educational organizations, with business and industrial associations, and with other groups for the purpose of influencing and strengthening programs of vocational teacher education.

Respondents felt that these tasks were unquestionably a responsibility of AVA. Concentrated effort by AVA to represent vocational teacher education among all other national groups would in fact represent the best interests of teacher education.

Promote specific allocation of federal funds for vocational teacher education (get teacher education out of the "ancillary" class).

Teacher education is far too important in the general scheme of vocational education to be lost amid a general collection of miscellaneous aspects of vocational education. AVA is strongly urged to secure either categorical financial aid or other means, in national legislation to focus major attention on teacher education.

Consider re-establishment of personnel exchange within AVA.

This item received only mild approval. Perhaps the divided vote represents a feeling that such service is not needed. However, if it is needed, AVA is the logical organization to take action.

Establish liaison between AVA and school accreditation agencies to work toward approval of vocational teacher education programs.

Teacher education in vocational education must become a part of the accrediting process and it appears by general agreement in this study that AVA must promote the accrediting process for teacher education. Appointment of teacher educators to accreditation

committees is highly recommended.

Take AVA to the field for teachers--offer regional, small group meetings, "circuit riders," or "drive-in" conferences.

Teacher education reinforces again an item already well-known--the fact that the teacher in the field does not have sufficient professional relations with the national organizations. Teacher education accepts the responsibility to develop pride in AVA, but the organization needs to establish extra services and relationships with teachers.

Provide support for national programs of professional development.

This item points toward professional development of all vocational education personnel (programs such as those arising out of USOE-EPDA) and places special emphasis upon the vocational education teacher.

Disseminate information about teacher education programs.

The role of AVA in disseminating information about teacher education practices was strongly established by the study. Implementation is probably a major task of the teacher education department working in close cooperation with divisional teacher education efforts.

Provide liaison with state associations for promotion of personnel development.

This item was strongly emphasized by the national study and reflects a general national need to sensitize state associations to action in professional development.

Assist in the development of criteria for teacher educators.

Two out of three people who responded to this item were in favor of the development of such criteria. Support for this role of AVA is a reaction against what appears to be extremely variable standards related to selection of teacher educators.

Maintain a directory of teacher education personnel.

More than 90% of the people responding to this item designated it as an imperative role of AVA. Implementation of this role could well become a task of the teacher education department.

Initiate committees for the study of teacher education curricula.

Periodic national studies of the total vocational teacher education program (pre-service and in-service) are urgently needed. Such studies (probably to be supported by EPDA) must contain the factual data about teacher education and clearly show extremes and trends. The role of AVA is to encourage the development of such studies, not necessarily to become actually involved in the study.

Encourage study of personnel development problems by division committees and urge inter-division communication regarding teacher education.

It is the role of AVA to continue to emphasize professional development as an integral part of division concerns.

Continue to emphasize and expand informational materials on vocational teacher education.

AVA must assume a role in relation to information about teacher education. At present it is difficult to describe, on a national basis, the total teacher education program.

Publish relevant teacher education instructional materials.

Assessment of the actual need for such materials is the task of the teacher education department. Although this item was highly recommended, the exact dimensions of the problem are not known.

Arrange for testimony about vocational teacher education to be presented to Congressional committees.

The status of teacher education, including its strong and weak areas, must be brought to the attention of the Congress along with other data used by the Congress in its reviews of vocational education.

Conduct a national conference on vocational teacher education similar to the legislative and post-secondary occupational conferences.

Eighty-five percent of the persons consulted see great value in such a national conference. The conference would not only focus attention upon teacher education and personnel development, but would go a long way in getting at teacher education issues which need further attention.

Develop comprehensive AVA yearbooks including chapters on philosophy, methods, and other facets of vocational education.

The literature of vocational education is unquestionably a weak link in the total national program. Frequent publication (as well as updating) of general kinds of information about vocational education is essential.

APPENDIX

List of Participants

ALEXANDER, Arch
State Department of Education
Stillwater, Oklahoma

BACHMAN, Martha
National Advisory Council
Hockessin, Delaware

BAILEY, Joe
Denver Community College
Denver, Colorado

BARKER, Richard L.
State Department of Education
Concord, New Hampshire

BARLOW, Melvin L.
University of California
Los Angeles, California

BENDER, Ralph
Ohio State University
Columbus, Ohio

BJORKQUIST, David
University of Missouri
Columbia, Missouri

BOTTOM, Lealon
Instructor, Manpower
Hobart, Indiana

BOWEN, Peter
State Department of Education
Providence, Rhode Island

BRANDON, George L.
American Vocational Association
Washington, D.C.

BRANDT, Joyce
Instructor, Health Occupations
Davenport, Iowa

BRIGGS, Lloyd
USOE-EPD
Washington, D.C.

BRINKMAN, Fred
Los Angeles Trade-Technical College
Los Angeles, California

BUNTEN, John
State Director of Vocational Education
Carson City, Nevada

BYRAM, Harold M.
Michigan State University
East Lansing, Michigan

CARTER, Fairchild H.
North Texas State University
Denton, Texas

CHAMBERS, Dorothy
City Board of Education
Birmingham, Alabama

CLARK, Wallace L.
State Department of Education
Denver, Colorado

COHEN, Sidney
State Department of Education
Hartford, Connecticut

COOPER, Lloyd
New Mexico State University
Las Cruces, New Mexico

DANNENBERG, Raymond
Western Michigan University
Kalamazoo, Michigan

D'AVELLA, Joseph V.
Boston Vocation-Technical Institute
Dorchester, Massachusetts

DAVIS, Harry
State Department of Education
Columbus, Ohio

DRAKE, William E.
Cornell University
Ithaca, New York

DRAWBAUGH, Charles
Rutgers University
New Brunswick, New Jersey

DRISCOLL, Maurice
Local Director of Vocational Education
Butte, Montana

DUNCAN, J. Allen
Supervisor, Seattle Public Schools
Seattle, Washington

DUNTON, W. K., Asst. Supt.
Special School Dist. of St. Louis
Rock Hill, Missouri

DWYER, William A.
Blue Hills Regional Technical School
Canton, Massachusetts

ELBERS, Gerald
USOE-EPD
Washington, D.C.

FERNS, George W.
Michigan State University
East Lansing, Michigan

FOSTER, Charles G.
State Department of Education
Jefferson City, Missouri

GAILEY, David
State Department of Education
Salt Lake City, Utah

GARRETT, Pauline
USOE-DVTE
Denver, Colorado

GILLESPIE, Myrtle
State Department of Education
Cheyenne, Wyoming

GILLESPIE, Wilma B.
State Department of Education
Charleston, West Virginia

GOFF, Nancy J.
University of California
Los Angeles, California

GRAHAM, Nancy A.
University of Arizona
Tucson, Arizona

GRAINGE, Floyd M.
California State College,
Long Beach
Long Beach, California

GRAVES, Gary L.
Colorado Mountain College
Leadville, Colorado

GURNEY, Elizabeth
State Department of Education
Columbus, Ohio

HAAS, Mary Helen
Colorado State University
Ft. Collins, Colorado

HANSON, Durwin M.
North Carolina State University
Raleigh, North Carolina

HAYES, Ed C.
Instructor, Trade & Industrial Education
Longview, Washington

HERMAN, James A.
State Department of Education
Sacramento, California

HERR, Robert D.
Instructor, Agriculture
Narvon, Pennsylvania

HIGGS, Katharine
Instructor, Trade & Industrial Education
Washington, D.C.

HIRSCHLER, Elizabeth
State Department of Education
Topeka, Kansas

HOLLOWAY, Lewis D.
University of Iowa
Iowa City, Iowa

HORNER, James T.
University of Nebraska
Lincoln, Nebraska

HORTON, James
State School of Science
Wahpeton, North Dakota

HOYT, Kenneth
University of Maryland
College Park, Maryland

HUDSON, Geraldine
Arlington Public Schools
Arlington, Virginia

HUSUNG, William T.
Citrus Community College
Azusa, California

JENSON, Arthur K.
Clemson University
Clemson, South Carolina

JEPPSEN, Ernest
Brigham Young University
Provo, Utah

KISSELL, Phillip
Montgomery Technical Institute
Troy, North Carolina

KLEIN, Gerald
State Department of Education
Atlanta, Georgia

KNEBEL, Earl H.
Texas A&M University
College Station, Texas

KNOBLE, Robert
State Department of Education
Harrisburg, Pennsylvania

KNOUSE, Reno S.
State University of New York
Albany, New York

KRAMER, Ernest G.
State Director of Vocational Education
Olympia, Washington

KREUZ, Mary Lynn
Athens Area Technical School
Athens, Georgia

KUNTZ, Garland
Dunedin Senior High School
Dunedin, Florida

KYNARD, Alfred T.
Prairie View A&M College
Prairie View, Texas

LATHAM, Janet
State Department of Education
Boise, Idaho

LAWRENCE, Frank
Asst. Supt., District of Columbia
Washington, D.C.

LIMOGES, Hartley
Instructor, Manpower
Pipestone, Minnesota

LINSON, M. G.
State Director of Vocational Education
Denver, Colorado

LOWMAN, Lucy
Instructor, Business Education
Alexandria, Virginia

LUCERO, Daniel R.
Arcadia High School
Arcadia, California

MADDOX, Marion
University of Arkansas
Fayetteville, Arkansas

MAIDEN, Leonard F.
University of South Carolina
Columbia, South Carolina

MARKS, Mary
USOE-DVTE
Washington, D.C.

MASON, Ralph E.
Indiana State University
Terre Haute, Indiana

McCLAY, David R.
Pennsylvania State University
University Park, Pennsylvania

McDOWELL, Glenn
Instructor, Agriculture
Pikeville, Kentucky

McDOWELL, L. C.
University of Kentucky
Lexington, Kentucky

McMAHON, Gordon
State University of New York
Oswego, New York

MOONEY, Lyle
Benson Polytechnic High School
Portland, Oregon

NELSON, Howard
University of Minnesota
St. Paul, Minnesota

PETERSON, Dale
Utah Trade & Technical Institute
Provo, Utah

PHIPPS, Lloyd J.
University of Illinois
Urbana, Illinois

RABY, Marjorie
Instructor, Distributive Education
Concord, Tennessee

RAY, Jack
Kirksville High School
Kirksville, Missouri

RAYMOND, Bernice
Instructor, Health Occupations
Salt Lake City, Utah

REED, Joe L.
University of Tennessee
Knoxville, Tennessee

REID, James L.
State Director of Vocational Education
Baltimore, Maryland

RIDLE, Louis D.
State Director of Vocational Education
Juneau, Alaska

RIGHTHAND, Herbert
State Department of Education
Hartford, Connecticut

ROSENBERG, Leonard
Chesapeake Life Insurance Company
Baltimore, Maryland

ROSENQUIST, Barbara
University of California
Los Angeles, California

SCARBOROUGH, Cayce
North Carolina State University
Raleigh, North Carolina

SCHAEFER, Carl J.
Rutgers University
New Brunswick, New Jersey

SEARS, Bradley E.
Instructor, Trade & Industrial Education
Mattapon, Massachusetts

SHEFFIELD, Myrlene
Instructor, Business Education
Marietta, Georgia

SHIGETOMI, Samson S.
State Director of Vocational Education
Honolulu, Hawaii

SMITH, William G.
Rutgers State University
New Brunswick, New Jersey

SNOWBERGER, Mildred
State Department of Education
Dover, Delaware

SNOWDEN, O. L.
Mississippi State University
State College, Mississippi

SORENSON, Wilson
Utah Trade & Technical Institute
Provo, Utah

SPARKS, Gertrude C.
Milford High School
New Haven, Connecticut

STADT, Ronald W.
Southern Illinois University
Carbondale, Illinois

STANGER, Norman R.
National Advisory Council
California

STOCKS Steve W.
National Advisory Council
Oxnard, California

STONE, Thomas
State Department of Education
Pierre, South Dakota

STREICHER, Sidney
Instructor, Technical Education
Odessa, Texas

STRONG, Merle E.
University of Wisconsin
Madison, Wisconsin

SYLVESTER, Ralph
University of California
Los Angeles, California

TENNEY, A. Webster
USOE-DVTE
Washington, D.C.

TOLONEN, Paul
Mt. Hood Community College
Gresham, Oregon

WARREN, Bill
State Department of Education
Augusta, Maine

WEAGRAFF, Patrick J.
University of California
Los Angeles, California

WICKHAM, Jeanette J.
Instructor, Home Economics
Topeka, Kansas

WIGGINS, Lloyd L.
Oklahoma State University
Stillwater, Oklahoma

WILLIAMSON, Mary Lois
State Department of Education
Frankfurt, Kentucky

IN ADDITION:

Eighty unlisted delegates to the AVA Convention in New Orleans, Louisiana, December 1970.